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ABSTRACT

The present study concentrated on the writing vocabulary of Mexican American children (grades 1-8) in order to answer the following questions: (1) Are there regional differences in the writing vocabulary of Mexican American Children? (2) Is one justified in translating directly from English into Spanish? (3) Is there a need for the development of specialized Mexican American language materials? (4) Can an informal reading inventory be formulated so that the grade level can be determined when the child reads in Spanish? Participating schools were selected from the roster of federally funded ESEA Title VII Bilingual Education Programs for 1975. Only those schools which indicated a majority of Mexican American speakers were included. Major focus was on Illinois, Texas and California. From the writing samples submitted, a vocabulary for each grade was randomly selected. Tabulation of vocabulary was done by computer: (1) according to frequency, (2) by grade and state, (3) to compare grade levels across state regions, and (4) to determine differences in frequency of use in words. A comparison was made between the 1976 Criscoe list of English vocabulary and the present Mexican American vocabulary study. Results are discussed in terms of applications to the development of bilingual education programs, both testing and methodology, specifically meeting the needs of the Mexican American student. (Author/CIK)

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A STUDY OF
A COMPILATION AND ANALYSIS OF
WRITING VOCABULARY IN SPANISH OF
MEXICAN AMERICAN CHILDREN

FUNDED BY A GRANT
FROM TEXAS TECH UNIVERSITY
AND THE COLLEGE OF EDUCATION

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A Study of A Compilation and Analysis of Writing Vocabulary in Spanish of Mexican-American Children

INTRODUCTION AND REVIEW OF LITERATURE

Can a unified written vocabulary be found which would meet the needs of a diverse Spanish-speaking population?

Teachers of bilingual pupils and publishers of bilingual materials state that dialectical differences and vocabulary range are so diverse in Spanish that it is difficult to find materials suitable for the total community of Spanish-speaking children.

When materials have been selected for a particular school system, there have been no validated criteria for determining the appropriate reading level or for the construction of materials based on a graded word list.

The investigators of this study decided to concentrate on the writing vocabulary of the Mexican-American student in order to answer the following questions:

1. are there regional differences in the writing vocabulary of Mexican-American children?
2. are we justified in translating directly from English into Spanish, at least under controlled circumstances?
3. is there a need for the development of specialized Mexican-American language materials?
4. can an informal reading inventory be formulated so that the grade level can be determined when the child reads in Spanish?

Review of Literature

Vocabulary frequency counts have been important in language study since early times; however, studies based upon the frequency of Spanish vocabulary have been scarce according to compilers Bongers,[1] Buchanan,[2] and Rodríguez Bou.[3] In 1920, Keniston published a Spanish word list which was derived from plays, in the most part, but also from newspapers, reviews, short stories, and novels.[4] In 1929, he compiled an idiom count list over approximately 1,200,000 running words. Jamieson's study, 1924, consisted of a frequency count based on ten Spanish grammars, out of a total of 4,488.[5] A secondary objective was to compile a list which reflected the cultural values of Spanish.

Cartwright, in 1925, compiled a vocabulary from four Spanish texts (Fortunata, El Capitán Veneno, Teatro de Ensueño, and Zaragueta), and of the vocabularies of eleven grammars, both first and second year.[6] He made a limited comparison between the two listings, finding only about a fifty to sixty percent comparison.

Eaton's Word Frequency Dictionary, 1940, was expected to be a synthesis of individual lists which would provide the best basis for a sound selection of minimum vocabulary for initial study of any language.[7]

Méras and Roth, 1916, compiled a list of two thousand Spanish words arranged in logical groups for sentence building in the first two years.[8] Céspedes, in Panama, did a study to determine which words we use with greatest frequency in expressing our thoughts in writing, using as sources, compositions of students, editorials from newspapers, telegrams, etc.[9] He had a running count of over a half million, with a resultant list of 9,255 distinct words.

For a long time the Buchanan study, A Graded Spanish Word Book, 1927, was considered the only important one and served as a core from which later compilers drew upon for their vocabulary. His list was based on 1,200,000 running words, taken almost exclusively from literary sources, and some from technical sources.

According to the chief compiler of the Recuento de Vocabulario Español, Rodríguez Bou, the Buchanan study lacked the vocabulary obtained from more contemporary, e.g. radio and oral communication. He therefore attempted to give a more balanced vocabulary word list in his 1952 study. The total running word count exceeded 7 million, and still remains the most comprehensive in the Spanish language. The study was done with Puerto Rican students.

In a PhD dissertation, Vocabulary Selection and Supplemental Materials for Advanced Spanish Classes, 1972, Carter combined the Buchanan/Spaulding word lists with the Rodríguez Bou list of the most frequently used words into levels one and two, secondary, of approximately 600 words each level.[10] The purpose of this was to obtain a more balanced vocabulary list to use with the Spaulding Readability formula in grading selected Spanish articles for Reading Difficulty.[11]

More recently, a nationally funded bilingual program, ESEA-Title VII, has given impetus to the development of Spanish language materials, especially at the lower grade levels. Fries and Traver state that "it would seem desirable to have some type of objective information upon which to base vocabulary lists especially adapted to the background, experience, and outlook of special groups of learners."[12] Given the special population which the bilingual programs embraced, neither materials produced in foreign countries nor those previously developed for the F L E S programs of the 1960's could prove wholly adequate.

The fact that all Spanish-speaking students should be placed in one general category by developers of materials is just not feasible. Teachers of bilingual students are aware that there is a wide variation in the vocabulary level and usage, for example, between the Puerto Rican, Cuban, and Mexican-American student. Familial backgrounds and cultural styles all result in varied and broad-ranged language experiences. Coleman, in an appendix to the Teaching of Modern Foreign Languages in the United States, lists what he feels are major concerns one of which is that minimum vocabulary should be established for each level by means other than arbitrary.[13]

In an attempt to clarify these concerns, the Carter-Criscoe study has focused on the Mexican-American student and his or her language usage. Criscoe, through a research grant funded by Texas Tech University (1974-76), did a replication of the 1937 Rinsland Vocabulary Study, which was a comprehensive word list utilizing children's own writing. The Criscoe study investigated the writing vocabularies of students in grades one through eight, using a random sampling of schools in the United States. The randomly selected words were compared with Rinsland's list to determine if there had been a change in the words children used most frequently in writing in grades one through eight. A comparison of the words across four broad regions was also made to determine if the students in all fifty states were utilizing the same writing vocabularies. Many of the same procedures were followed by the present study, and data from the results of the compiled list of English words most frequently used were used to construct the comparative English/Spanish listing in Table XIV.

Mexican-American students are largely found in the states of Illinois, Texas, New Mexico, Arizona, and California, as well as in Ohio, Michigan, Colorado and Oregon. Some of the greatest concentrations fall in the states

of Illinois, Texas, and California; therefore, this study has focused primarily on these three states, and the writing compositions of Mexican-American students.

PROCEDURE

The House Education and Welfare roster of federally funded ESEA Title VII Bilingual Education Programs indicated that initially in 1974, there were approximately 228 school systems which received federal funds for Spanish bilingual programs. The 1975 roster was used for the present study with approximately the same number of Spanish language programs. The investigators narrowed the total possible Spanish-bilingual schools to 110, using the criteria of seeking out only those classrooms with a majority of Mexican-American students in them. Of the 110 schools asked to participate in the study, only 23 actually mailed samples of children's writing. Several schools responded that their populations did not fit the described criteria, and still others sent lists of words which they had already compiled locally. Table I gives a list of participating school systems and Table II the list of states responding.

Papers such as essays, themes, language experience stories, social studies papers, poems, and dictation from teachers of 3202 children were used from which to randomly select words. To assure uniformity of treatment, the following rules for tabulation were adhered to:

1. Words from each paper were selected by using a table of random numbers. A total of 83,862 words were randomly selected from the 3203 papers.
2. Baby talk and illegibles were deleted.
3. Slang, provincialisms, colloquial expressions, trade names, proper names of persons and places were deleted.

4. Words were tabulated by the use of the computer in order to determine which words occurred most frequently.

   A. Words were first tabulated according to grade and state. For example, words selected from all of the grades one in California were stored together. Table III indicates grade levels in each state which participated in the study, as well as the number of children by grade level and state.

   B. The words in each grade level across all the states were combined into a master list for each grade. For example, all of the words in grade one from all states were combined. (See Table IV).

   C. The words were compared by grade levels across state regions, namely Texas, Illinois, and California, to determine if there were differences in frequency of use in words. (See Tables V-XII).

   D. If the word was used ten times or more across all three states, that word was subjected to statistical analysis. The test for independence using Chi-Square was used to test the hypothesis of whether the observed frequency deviated from the theoretical expected frequency of that word being used at least ten times in each of the three states. (In other words, if the .05 level of significance was reached, the expected correlation of a least ten times was not attained.)

   E. A comparison was made between the 1976 Criscoe list of English vocabulary and the present Mexican-American vocabulary list. (See Table XIII).

COLLECTED DATA AND RESULTS

Results

In grade one, 71 words out of a current vocabulary of 989 words were used thirty times or more. There was a significant difference of .05 in all 71 words or 100% of the words.

In grade two, 107 words out of a possible 1532 words were used thirty times or more. There was a significant difference of .05 in 106 or 99% of the words out of the 107.

One hundred thirty-seven words, taken from a vocabulary of 1876 words, in third grade, occurred thirty times or more. One hundred percent of the words reached an .05 level of significance.

One hundred ninety-seven words, out of a vocabulary of 3017 words in fourth grade, occurred thirty times or more. One hundred ninety-two or 97% of the words reached the .05 level of significance.

In grade five, 192 words from a total of 2909 occurred thirty times or more. From that number 186 or 97% of the words reached an .05 level of significance.

Grade six posted a current vocabulary of 2604. From that number 158 words occurred thirty times or more. Of that number 155 or 98% reached an .05 level of significance.

Thirty-one words, from a possible number of 1276 words, occurred thirty times or more in grade seven. Of that number 27, or 87% reached an .05 level of significance.

In grade eight, 118 words, from a current vocabulary of 1739 occurred thirty times or more. One hundred sixteen, or 98% of the 118 words reached the .05 level of significance.

Question I:

Obervation of Tables V-XII answers question number one, "Are the children using the same vocabulary words in their writing an equal number of times across a three state area?" Statistically, the answer is no.

Question II:

The second question to be answered by the research was as follows: "Is there a difference in the top 220 words used in the Carter-Criscoe Mexican-American vocabulary study and the 220 words of the English vocabulary study done by Criscoe?" One hundred eighty-eight words or 85% of the top 220 on the English word list occurred in the top 220 on the Spanish list. Therefore, the correlation between the words occurring most frequently in the writing vocabularies of Spanish and English speakers is indeed high.

CONCLUSIONS

Question III:

The third question was, "Is there a need for specialized Mexican-American language materials?" Although the vocabulary usage across regions or states does not occur equally, materials should take advantage of the fact that written vocabulary usage does vary from region to region, and bilingual materials developed should work within flexible parameters and not adhere to specific grade levels.

Question IV:

The fourth question answered by the study was, "Can an informal reading inventory be formulated so that the grade level can be determined when the child reads in Spanish?" The Carter-Criscoe study has compiled a word list for each of eight grades. The results indicate that such a list only describes the vocabulary utilized by Mexican-American children at these grade levels: however, the list can be used for determining reading levels within flexible

limits, at least on a sequential, if not on a grade level basis.

RECOMMENDATIONS OF THE STUDY

The investigators of this study make the following recommendations:

1. that bilingual teachers be aware of the diversity of materials and that the special vocabulary needs of the Mexican-American student be met by an appropriate reading/writing program.
2. that given the data in Table XIV, showing a correlation between the words used by children in both English and Spanish, materials (can) be translated from one language into the other, but only with the knowledge of the idiomatic characteristics of the two languages.
3. that materials with a high interest level be written especially for the Mexican-American student using the compiled list of words from grades 1 - 8.
4. that the compiled list of vocabulary (grades 1 - 8), be used to formulate an Informal Reading Inventory.
5. That the compiled list of Mexican-American vocabulary (grades 1-8), coupled with the Criscoe English list, be used to construct a language dominance test to assess language dominance in Mexican-American children.

1 H. Bongers, The History and Principles of Vocabulary Control (Wocopi, 10 Woerden, Holland, 1947), p. 54.

2 M. A. Buchanan, A Graded Spanish Word Book (Toronto: American and Canadian Committees on Modern Languages, 1927).

3 T. Rodríguez Bou, and J. A. Méndez, et al., Recuento de vocabulario español (San Juan, Puerto Rico: Universidad de Puerto Rico Press, 1952).

4 H. Keniston, Spanish Idiom List (New York: Macmillan Co., 1929).

5 Elsie I. Jamieson, "A Standardized Vocabulary for Elementary Spanish," Modern Language Journal, 8 (March 1924), pp. 325-333.

6 C. W. Cartwright, "A Study of the Vocabulary of Eleven Spanish Grammars and Fifteen Spanish Texts," Modern Language Journal, 10 (October 1925), pp. 1-14.

7 Helen S. Eaton, Word Frequency Dictionary (New York: Dover Publications, 1940).

8 A. A. Méras, and S. Roth, Pequeño Vocabulario (Boston: D.C. Heath and Co., 1916).

9 T. R. Céspedes, "Investigacion acerca de las palabras usadas en castellano" (Panama, Star and Herald, N.D.).

10 Ralph M. Carter, "Vocabulary Selection and Supplemental Materials for Advanced Spanish Classes," unpublished Ph.D. dissertation, The Ohio State University, 1972.

11 Seth Spaulding, "A Spanish Readability Formula," Modern Language Journal, 40 (December, 1956), pp. 433-441.

12 C. C. Fries, and A. A. Traver, English Word Lists: A Study of the Their Adaptability for Instruction, (Washington: American Council on Education, 1940), p. 2.

13 Algernon Coleman, The Teaching of Modern Foreign Languages in the United States, (New York: MacMillan Co., 1929), p. 284.

TABLE I

SCHOOL SYSTEMS
Participating in the 1975-76 Study

CALIFORNIA

Baldwin Park Schools (52 pupils)
Baldwin Park, California

Etiwanda School District (9 pupils)
Etiwanda, California

Felicita School (78 pupils)
Escondido, California

Gilroy Unified School District (41 pupils)
Gilroy, California

Los Nietos School District (68 pupils)
Whittier, California

Newark Unified School District (34 pupils)
Newark, California

Ontario-Montclair School District (21 pupils)
Ontario, California

Orange Unified School District (6 pupils)
Orange, California

Sacramento Public Schools (11 pupils)
Sacramento, California

San Leandro Unified School District (8 pupils)
San Leandro, California

COLORADO

El Paso County School District (41 pupils)
Colorado Springs, Colorado

ILLINOIS

Chicago Public Schools (486 pupils)
Chicago, Illinois

Table I - 2

NEW MEXICO

Las Cruces Public Schools (59 pupils)
Las Cruces, New Mexico

OREGON

Woodburn Public School District No. 103 C (19 pupils)
Woodburn, Oregon

TEXAS

Alice Independent School District (156 pupils)
Alice, Texas

Brownsville Independent School District (154 pupils)
Brownsville, Texas

Crystal City Independent School District (75 pupils)
Crystal City, Texas

Lubbock Independent School District (170 pupils)
Lubbock, Texas

McAllen Independent School District (412 pupils)
McAllen, Texas

Pharr-San Juan-Alamo Public Schools (606 pupils)
Pharr, Texas

Port Isabel Public Schools (65 pupils)
Port Isabel, Texas

San Antonio Public Schools (34 pupils)
San Antonio, Texas

San Diego Independent School District (597 pupils)
San Diego, Texas

TABLE II

STATES
Participating in the 1975-76
Mexican-American Vocabulary Study

CALIFORNIA

COLORADO

ILLINOIS

NEW MEXICO

OREGON

TEXAS

TABLE III

NUMBER OF CHILDREN PARTICIPATING IN THE STUDY
BY STATE

PLACE	GRADES 1	2	3	4	5	6	7	8	TOTAL
CALIFORNIA	69	60	49	60	38	25	16	11	328
COLORADO	3	10	28	-	-	-	-	-	41
ILLINOIS	92	42	32	54	57	60	44	105	486
NEW MEXICO	-	-	-	21	20	18	-	-	59
OREGON	-	-	19	-	-	-	-	-	19
TEXAS	422	309	384	467	270	307	68	52	2269
TOTAL	586	421	502	602	385	410	128	168	3202

TABLE IV

NUMBER OF WORDS RANDOMLY SELECTED ACROSS STATES AND GRADES

GRADE	TEXAS		ILLINOIS		CALIFORNIA		** SAMPLE COMBINING 3 STATES	* CURRENT VOCABULARY
	(a)	(b)	(a)	(b)	(a)	(b)		
1	3371	631	1078	264	227	94	4,676	988
2	6034	922	1324	370	748	240	8,106	1,532
3	8637	1249	733	282	855	345	10,225	1,876
4	14225	1924	3066	723	1343	370	18,634	3,0.7
5	12659	1860	2340	564	2226	485	17,225	2,909
6	10725	1966	1717	463	344	175	12,786	2,604
7	1698	598	2073	614	378	164	4,149	1,376
8	2938	593	4981	1060	142	86	8,061	1,739
TOTAL	60,287	9,743	17,312	4,340	6,263	1,959	83,862	16,042

Definitions

** Combined Vocabulary:
(a) Total number of words used, including repetitions.

* Current Vocabulary:
(b) Words used excluding repetitions.

TABLE V

THREE STATE DIFFERENCES OF WORDS WHICH OCCURRED THIRTY TIMES OR MORE
TESTS FOR INDEPENDENCE USING CHI-SQUARE

Sample from Grade 1

	WORD	TEXAS	CALIFORNIA	ILLINOIS	EXPECT.	DF	CHI-SQUARE	SIGN.
1.	EL	159	9	33	67.00	2.	193.79	.05
2.	MI	140	9	42	63.67	2.	145.83	.05
3.	CASA	105	3	16	41.33	2.	149.15	.05
4.	Y	95	12	21	42.66	2.	97.23	.05
5.	A	90	5	23	39.33	2.	102.01	.05
6.	LA	88	10	31	43.40	2.	75.77	.05
7.	ES	76	2	23	33.67	2.	86.40	.05
8.	ESTA	61	10	17	29.33	2.	52.11	.05
9.	UN	55	6	13	24.67	2.	56.95	.05
10.	YO	52	1	10	21.00	2.	70.57	.05
11.	SE	45	1	4	16.67	2.	72.52	.05
12.	EN	44	4	15	21.00	2.	40.67	.05
13.	MAMA	44	8	17	23.66	2	28.76	.05
14.	TIENE	41	0	9	16.66	2.	55.84	.05
15.	PAPA	38	4	25	22.33	2.	26.34	.05

TABLE VI

THREE STATE DIFFERENCES OF WORDS WHICH OCCURRED THIRTY TIMES OR MORE
TESTS FOR INDEPENDENCE USING CHI-SQUARE

Sample from Grade 2

	WORD	TEXAS	CALIFORNIA	ILLINOIS	EXPECT.	DF	CHI-SQUARE	SIGN.
1.	MI	320	12	28	120.00	2.	500.07	.05
2.	Y	312	60	15	129.00	2.	397.26	.05
3.	EL	211	33	31	91.67	2.	233.05	.05
4.	LA	186	28	48	87.33	2.	169.50	.05
5.	A	169	19	30	72.67	2.	192.39	.05
6.	YO	156	14	14	61.33	2.	219.17	.05
7.	UN	154	12	13	59.67	2.	223.72	.05
8.	SE	113	17	29	53.00	2.	103.25	.05
9.	ME	94	8	11	37.67	2.	126.50	.05
10.	EN	91	12	9	37.33	2.	115.83	.05
11.	LE	89	3	2	31.33	2.	159.21	.05
12.	UNA	82	11	7	33.33	2.	106.82	.05
13.	ES	77	7	19	34.33	2.	57.37	.05
14.	LOS	77	12	10	33.00	2.	88.06	.05
15.	CASA	70	12	17	33.00	2.	62.61	.05

TABLE VII

THREE STATE DIFFERENCES OF WORDS WHICH OCCURRED THIRTY TIMES OR MORE
TESTS FOR INDEPENDENCE USING CHI-SQUARE

Sample from Grade 3

	WORD	TEXAS	CALIFORNIA	ILLINOIS	EXPECT.	DF	CHI-SQUARE	SIGN.
1.	Y	604	51	20	225.00	2.	959.74	.05
2.	LA	272	13	29	104.67	2.	402.50	.05
3.	A	252	35	19	102.00	2.	332.14	.05
4.	EL	245	13	31	96.33	2.	345.83	.05
5.	YO	219	7	2	76.00	2.	403.76	.05
6.	MI	196	14	17	75.67	2.	287.11	.05
7.	UN	192	9	0	67.00	2.	350.42	.05
8.	DE	173	9	9	63.67	2.	281.63	.05
9.	QUE	149	15	13	59.00	2.	205.97	.05
10.	EN	138	13	18	56.33	2.	177.81	.05
11.	ME	124	17	11	50.67	2.	159.57	.05
12.	UNA	124	7	2	44.33	2.	215.02	.05
13.	PARA	120	7	4	43.67	2.	200.26	.05
14.	LOS	107	15	15	45.67	2.	123.56	.05
15.	SE	104	13	9	42.00	2.	137.48	.05

TABLE VIII

THREE STATE DIFFERENCES OF WORDS WHICH OCCURRED THIRTY TIMES OR MORE
TESTS FOR INDEPENDENCE USING CHI-SQUARE

Sample from Grade 4

	WORD	TEXAS	CALIFORNIA	ILLINOIS	EXPECT.	DF	CHI-SQUARE	SIGN.
1.	Y	988	99	168	418.33	2.	1169.31	.05
2.	A	562	36	78	225.33	2.	758.43	.05
3.	EL	543	57	109	236.33	2.	602.62	.05
4.	LA	493	40	79	204.00	2.	617.85	.05
5.	DE	357	24	61	147.33	2.	452.20	.05
6.	SE	317	41	62	140.00	2.	337.24	.05
7.	QUE	306	17	63	128.67	2.	374.83	.05
8.	UN	250	24	30	101.33	2.	327.34	.05
9.	LE	217	9	16	80.67	2.	345.93	.05
10.	UNA	213	24	49	95.33	2.	221.13	.05
11.	MI	209	8	32	83.00	2.	290.39	.05
12.	EN	203	26	53	94.00	2.	193.47	.05
13.	LOS	189	39	54	94.00	2.	145.21	.05
14.	ME	189	1	42	77.33	2.	252.73	.05
15.	NO	158	14	23	65.00	2.	200.22	.05

TABLE IX

THREE STATE DIFFERENCES OF WORDS WHICH OCCURRED THIRTY TIMES OR MORE
TESTS FOR INDEPENDENCE USING CHI-SQUARE

Sample from Grade 5

	WORD	TEXAS	CALIFORNIA	ILLINOIS	EXPECT.	DF	CHI-SQUARE	SIGN.
1.	Y	760	115	133	336.00	2.	803.05	.05
2.	LA	474	123	73	223.33	2.	427.61	.05
3.	EL	428	68	49	181.67	2.	502.02	.05
4.	A	410	76	90	192.00	2.	371.79	.05
5.	QUE	284	48	47	126.33	2.	295.16	.05
6.	DE	274	33	46	117.67	2.	312.28	.05
7.	EN	228	30	45	101.00	2.	240.65	.05
8.	SE	223	36	36	98.33	2.	237.08	.05
9.	MI	218	21	73	104.00	2.	200.44	.05
10.	LOS	179	15	24	72.67	2.	233.95	.05
11.	YO	178	24	21	74.33	2.	216.92	.05
12.	UN	176	33	21	76.67	2.	193.99	.05
13.	PARA	174	14	28	72.00	2.	218.11	.05
14.	ME	168	17	30	71.67	2.	195.41	.05
15.	UNA	148	26	21	65.00	2.	159.17	.05

TABLE X

THREE STATE DIFFERENCES OF WORDS WHICH OCCURRED THIRTY TIMES OR MORE
TESTS FOR INDEPENDENCE USING CHI-SQUARE

Sample from Grade 6

	WORD	TEXAS	CALIFORNIA	ILLINOIS	EXPECT.	DF	CHI-SQUARE	SIGN.
1.	Y	566	11	120	232.33	2.	744.36	.05
2.	EL	377	8	30	138.33	2.	619.41	.05
3.	DE	357	9	29	131.67	2.	579.97	.05
4.	LA	357	11	55	141.00	2.	503.21	.05
5.	A	305	11	81	132.33	2.	356.45	.05
6.	QUE	301	9	27	112.33	2.	476.75	.05
7.	EN	271	6	47	108.00	2.	376.80	.05
8.	SE	206	3	14	74.33	2.	350.65	.05
9.	LOS	163	4	18	61.67	2.	251.36	.05
10.	UN	159	0	15	58.00	2.	265.76	.05
11.	LE	142	4	8	51.33	2.	240.36	.05
12.	UNA	123	5	10	46.00	2.	193.61	.05
13.	MI	121	4	36	53.67	2.	136.26	.05
14.	LAS	117	0	9	42.00	2.	201.86	.05
15.	PARA	113	5	16	44.67	2.	158.16	.05

TABLE XI

THREE STATE DIFFERENCES OF WORDS WHICH OCCURRED THIRTY TIMES OR MORE
TESTS FOR INDEPENDENCE USING CHI-SQUARE

Sample from Grade 7

	WORD	TEXAS	CALIFORNIA	ILLINOIS	EXPECT.	DF	CHI-SQUARE	SIGN.
1.	DE	110	20	69	66.33	2.	61.22	.05
2.	LA	82	11	74	55.67	2.	54.34	.05
3.	EN	80	12	49	47.00	2.	49.32	.05
4.	EL	70	9	61	46.67	2.	46.47	.05
5.	Y	68	15	155	79.33	2.	125.96	.05
6.	LOS	52	8	36	32.00	2.	31.00	.05
7.	QUE	37	11	39	29.00	2.	16.83	.05
8.	ERA	31	2	3	12.00	2.	45.17	.05
9.	A	29	8	69	35.33	2.	54.36	.05
10.	FUE	27	0	5	10.67	2.	38.69	.05
11.	UN	23	6	15	14.67	2.	9.86	.05
12.	SE	21	5	41	22.33	2.	29.13	.05
13.	SU	21	0	6	9.00	2.	26.00	.05
14.	SUS	20	0	8	9.33	2.	21.71	.05
15.	PARA	19	2	10	10.33	2.	14.00	.05

TABLE XII

THREE STATE DIFFERENCES OF WORDS WHICH OCCURRED THIRTY TIMES OR MORE
TESTS FOR INDEPENDENCE USING CHI-SQUARE

Sample from Grade 8

	WORD	TEXAS	CALIFORNIA	ILLINOIS	EXPECT.	DF	CHI-SQUARE	SIGN.
1.	Y	119	5	206	110.00	2.	184.75	.05
2.	LA	106	7	226	113.00	2.	212.87	.05
3.	QUE	85	5	172	87.33	2.	159.76	.05
4.	EL	76	3	158	79.00	2.	152.23	.05
5.	UN	65	3	56	41.33	2.	54.31	.05
6.	SE	55	1	95	50.33	2.	88.42	.05
7.	DE	54	5	216	91.67	2.	266.06	.05
8.	A	47	6	166	73.00	2.	189.23	.05
9.	EN	45	4	103	50.67	2.	97.67	.05
10.	LOS	37	2	58	32.33	2.	49.51	.05
11.	ESTABA	36	2	58	20.00	2.	33.60	.05
12.	NO	36	2	58	32.00	2.	49.75	.05
13.	PLATO	34	0	0	11.33	2.	68.00	.05
14.	PARA	33	1	39	24.33	2.	34.30	.05
15.	TENEDOR	30	0	0	10.00	2.	60.00	.05

TABLE XIII
COMPARISON OF ENGLISH (CRISCOE LIST) WITH
THE MEXICAN-AMERICAN VOCABULARY LIST

ORDER OF FREQUENCY	ENGLISH WORD	SPANISH WORD	ORDER OF FREQUENCY	NUMBER OF TIMES USED	TOTAL COMPOSITE
1.	THE	LA	1	2770	
		EL		2709	
		LOS		1141	
		LAS		647	
					7267
2.	AND	Y	2	4600	
					4600
3.	I	YO	27	1151	
					1151
4.	TO	A	6	2544	
					2544
5.	A	UN	10	1151	
		UNA		852	
		UNOS		112	
		UNAS		66	
					2181
6.	WAS	ESTABA	24	372	
		ERA		330	
		FUE		326	
		HABÍA		261	
		ESTUVE		8	
		ESTUVO		5	
					1302
7.	IN	EN	16	1523	
		DENTRO		26	
		SOBRE		17	
					1566
8.	HE	ÉL	5	2709	
					2709
9.	IT	LA	4	2770	
		LO		541	
					3311
10.	MY	MI	19	1297	
		MIS		186	
		MÍO		14	
		MÍA		11	
					1508

11.	OF	DE	3	1091	
		DEL		26[illegible]	
					2258
12.	WE	NOSOTROS	101	144	
		NOSOTRAS		1	
					145
13.	IS	ES	28	6[illegible]	
		ESTÁ		4[illegible]	
					1095
14.	YOU	LE	29	81[illegible]	
		LES		17[illegible]	
		USTED		19	
		USTEDES		1[illegible]	
					1011
15.	THEY	ELLOS	111	109	
		ELLAS		15	
					124
16.	THAT	ESO	105	87	
		ESA		37	
		AQUEL		4	
		AQUELLA		3	
					131
17.	LIKE	COMO	57	230	
		QUIERE		42	
		QUIERES		[illegible]	
		QUISIERA		1[illegible]	
		QUIERA		1[illegible]	
		QUISIERA		1[illegible]	
		QUEREMOS		8	
		QUERER		1	
					396
18.	ON	EN	18	1523	
		SOBRE		1[illegible]	
					1540
19.	WHEN	CUANDO	47	513	
					513
20.	HAVE	TENGO	59	208	
		TIENEN		65	
		TENER		45	
		TENEMOS		38	
		TIENES		12	
					368

21.	THEN	ENTONCES	107	125	125
22.	SHE	ELLA	94	168	168
23.	FOR	PARA POR	25	852 409	1261
24.	BUT	PERO	58	378	378
25.	SO	TAN PUES ASÍ	99	66 43 43	152
26.	WENT	FUIMOS FUI IBA FUERON	46	197 134 116 90	536
27.	ME	ME	29	1011	1011
28.	THERE	HAY ALLÍ AHÍ ALLÁ	65	167 60 48 36	311
29.	ONE	UN UNO ÚNICO(A)	23	1212 108 4	1324
30.	WITH	CON	33	720	720
31.	HAD	TENÍA TUVO TENÍAN TUVIERON TUVE TENÍAMOS TUVIMOS	69	163 49 29 15 13 10 10	289

32.	ALL	TODO	33	421	
		TODOS		199	
		TODA		61	
		TODAS		40	
					720
33.	SAID	DIJO	40	471	
		DIJE		50	
		DIJERON		30	
		DECÍA		17	
		DECÍAN		5	
		DIJIMOS		3	
		DECÍAMOS		1	
					577
34.	ARE	ES	15	688	
		HAY		167	
		SON		166	
		SOMOS		26	
		ERES		14	
		ESTÁ		407	
		ESTÁN		85	
		ESTÁS		28	
		ESTAMOS		14	
					1587
35.	WOULD	(INCLUDED IN TENSE MARKER ONLY)			
36.	GO	IR	38	167	
		VOY		143	
		VAMOS		142	
		VA		109	
		VAN		59	
					620
37.	OUT	(A) FUERA		68	
					68
38.	GOT	(SEE TENER FORMS)			
		OBTIENE		6	
		OBTIENEN		3	
		OBTENER		1	
		GANAR		16	
		GANAN		14	
		GANAMOS		7	
		GANA		4	
		GANABA		3	
		GANAS		3	
					57
39.	HIS	SU	43	406	
		SUS		144	
		SUYA		2	
					552

40.	UP	ARRIBA		37	37
41.	AT	A	6	2544	2544
42.	WERE	ERA	21	350	
		FUIMOS		197	
		FUERON		90	
		ERAN		46	
		ERES		14	
		HABÍA		261	
		ESTABA		372	
		ESTABAN		107	
		ESTÁBAMOS		19	1436
43.	BECAUSE	POR(QUE)	55	433	433
44.	GET	(SEE TENER FORMS)			
45.	DAY	DÍA	61	346	346
46.	HER	LA	3	3770	3770
47.	HIM	LE	22	810	
		LO		541	1351
48.	SOME	ALGÚN		8	
		ALGUNAS		3	
		ALGUNOS		2	
		ALGUNO		1	14
49.	BE	SER	97	121	
		ESTAR		32	153
50.	NOT	NO	31	796	796
51.	CAN	PUEDO	92	47	
		PUEDE		42	
		PUEDEN		23	
		PODEMOS		23	
		PUEDES		16	
		PUEDA		9	
		PODER		6	
		PUEDAN		2	173

52.	PEOPLE	GENTE	97	12[illegible]	
		PERSONA		1	
		PERSONAS		1[illegible]	
					153
53.	ABOUT	CERCA		27	
					27
54.	DO	HACER	87	83	
		HACE		53	
		HACEN		34	
		HAGO		1[illegible]	
		HACEMOS		5	
		HACES		[illegible]	
					189
55.	WILL	(INCLUDED IN TENSE MARKER ONLY)			
56.	WHAT	QUE	14	1828	
					1828
57.	TIME	TIEMPO		56	
		HORA		28	
					84
58.	IF	SI	81	[illegible]4	
					224
59.	HOUSE	CASA	36	625	
					625
60.	VERY	MUY	35	654	
					654
61.	THIS	ESTA	49	40[illegible]	
		ESTE		87	
					494
62.	THEM	LOS	12	1141	
		LAS		64[illegible]	
		LES		17[illegible]	
					1958
63.	CAME	VINO	113	55	
		VENÍA		[illegible]	
		VINIERON		21	
		VINE		[illegible]	
		VINIERA		6	
		VINIMOS		5	
		VENÍAMOS		4	
		VENÍAN		2	
					122
64.	GOING	(HELPING WORD ONLY)			
65.	SAW	VEÍA		6	
		VEÍAN		1	
					7

66.	DOWN	ABAJO		1	
		BAJO		8	
		BAJA		5	
		BAJAN		2	
		BAJAMOS		1	
		BAJAR		1	
					30
67.	LITTLE	PEQUEÑO		16	
		PEQUEÑOS		5	
		PEQUEÑAS		1	
		POCO		26	
		POCA		4	
		POCOS		4	
		POCAS		1	
		CHICO		14	
		CHICOS		6	
		CHICA		3	
		CHICAS		4	
					86
68.	GOOD	BUENO	84	71	
		BUENA		58	
		BUENOS		42	
		BUEN		32	
		BUENAS		6	
					209
69.	SCHOOL	ESCUELA	71	264	
					264
70.	HOME	CASA	36	625	
					625
71.	COULD	(INCLUDED IN TENSE MARKER ONLY)			
72.	DOG	PERRO	48	477	
		PERRA		18	
					495
73.	FROM	DE	8	1991	
		DEL		267	
					2258
74.	PLAY	JUGAR	60	212	
		JUEGO		51	
		JUGAMOS		48	
		JUEGAN		15	
		JUEGA		14	
		JUEGOS		10	
		JUEGAS		2	
					352
75.	AS	COMO	61	280	
		TAN		66	
					346

76.	SEE	VER	93	84	
		VEN		61	
		VEO		11	
		VEMOS		10	
		VES		3	
					169
77.	BACK (RETURN)	VOLVER		2	
		VUELVE		1	
		VUELVEN		1	
	(BEHIND)	ATRÁS		36	
		DETRÁS		9	
	(BODY PART)	ESPALDA		4	
					53
78.	DID	HIZO	111	51	
		HICIERON		28	
		HACÍA		15	
		HICE		11	
		HICIMOS		9	
		HACÍAN		5	
		HICIERA		2	
		HICIÉRAMOS		2	
		HICIERAN		1	
					124
79.	OR	O		55	
					55
80.	BY	PARA	25	852	
		POR		409	
					1261
81.	BIG	GRANDE	81	154	
		GRANDES		53	
		GRAN		17	
					224
82.	MAN	SEÑOR	74	147	
		HOMBRE		112	
					259
83.	OUR	NUESTRA		17	
		NUESTRO		6	
		NUESTROS		5	
		NUESTRAS		5	
					33
84.	MOTHER	MAMÁ	50	447	
		MADRE		28	
					475
85.	OVER	SOBRE		17	
					17

86.	JUST (IDIOMATIC)	ACABO		23	
		ACABAMOS		11	
		ACABA		1[illegible]	
		ACABAR		[illegible]	
		ACABAN		5	
					54
87.	YOUR	SU	43	406	
		SUS		144	
		SUYA		[illegible]	
					552
88.	NAME	LLAMA	95	104	
		NOMBRE		35	
		LLAMO		20	
		LLAMAR		3	
		LLAMAS		[illegible]	
					164
89.	HAS	TIENE	77	233	
					233
90.	AFTER	DESPUÉS	63	324	
					324
91.	AM	ESTOY		46	
		SOY		39	
					85
92.	FUN	DIVERSIÓN		3	
		DIVERTIMOS		3	
		DIVIERTO		3	
		DIVERSIONES		1	
		DIVIERTEN		1	
					11
93.	OTHER	OTRO	67	106	
		OTRA		102	
		OTROS		59	
		OTRAS		37	
					304
94.	WANT (WISH)	QUIERO	83	111	
		QUIERE		42	
		QUIERES		23	
		QUIERAN		17	
		QUIERA		13	
		QUEREMOS		8	
		QUIEREN		1	
		QUIERAS		1	
		QUERER		1	
					217
95.	STARTED	EMPEZÓ		19	
		EMPEZARON		5	
		EMPEZAMOS		4	
		EMPEZABA		1	
					29

96.	AN	UN	11	1[illegible]1	
		UNA		552	2003
97.	KNOW	SÉ	20	1398	
		SABEN		15	
		SABER		13	
		SABES		11	
		SABE		8	
		SABEMOS		5	
		CONOCE		5	
		CONOCER		3	
		CONOCEMOS		2	
		CONOZCO		1	1461
98.	COME	VIENE		35	
		VENIR		22	
		VENGO		7	
		VIENES		4	
		VIENEN		3	71
99.	NIGHT	NOCHE		78	78
100.	PUT	PONER		21	
		PONGO		14	
		PONE		9	
		PONEN		5	
		PONES		4	
		PONGA		1	
		PONGAMOS		1	
		PONÍA		11	
		PONÍAMOS		2	68
101.	THEIR	SU	43	406	
		SUS		144	
		SUYA		2	552
102.	BOY	NIÑO	75	172	
		MUCHACHO		44	
		CHIQUITO		21	
		CHICO		14	
		MUCHACHITO		2	253
103.	THINK	PIENSO		16	
		PENSAR		11	
		PENSAMOS		2	29
104.	DON'T	(CONTRACTION)			
105.	HOW	COMO	70	280	280

106.	TWO	DOS	89	132	132
107.	OLD	VIEJITO		20	
		VIEJO		18	
		VIEJECITA		15	
		VIEJA		10	
		VIEJECITO		9	
		VIEJITA		9	
		VIEJECITOS		4	
		VIEJOS		3	
		VIEJITAS		2	
		VIEJECITAS		1	
		VIEJITOS		1	92
108.	AROUND	CERCA		27	
		ALREDEDOR		6	33
109.	INTO	EN	17	1523	
		DENTRO		26	1549
110.	ONCE	(IDIOMATIC)			
111.	MAKE	HACER	87	83	
		HACE		53	
		HACEN		34	
		HAGO		12	
		HACEMOS		5	
		HACES		2	189
112.	NOW	AHORA		50	
		AHORITA		5	55
113.	LOVE	AMO		11	
		AMOR		6	17
114.	NO	NO	31	796	796
115.	WHERE	DONDE	100	149	149
116.	DIDN'T	(CONTRACTION)			
117.	THINGS	COSAS	115	119	119
118.	RAN	CORRIÓ		31	
		CORRÍA		10	
		CORRIERON		10	
		CORRÍ		3	
		CORRÍAN		2	
		CORRIMOS		2	58

119.	US	NOS	63	324	324
120.	WAY	CAMINO		47	
		PASO		36	
		VÍA		1	
		SENDA		1	85
121.	CAT	GATO	105	131	131
122.	WELL	BIEN	79	135	
		PUES		43	
		POZO		2	230
123.	FOUND	HALLARON		6	
		HALLABA		4	
		HALLAMOS		3	
		HALLADOS		1	14
124.	FIRST	PRIMERO		34	
		PRIMER		28	
		PRIMERA		9	
		PRIMEROS		6	
		PRIMERAS		1	78
125.	TOOK	TOMÓ		7	
		TOMÉ		5	
		LLEVAMOS		11	
		LLEVABA		4	
		LLEVABAN		3	30
126.	MORE	MÁS	72	263	263
127.	SPRING	PRIMAVERA	72	263	263
128.	SUMMER	VERANO		45	45
129.	FRIENDS	AMIGOS	86	142	
		AMIGAS		50	192
130.	MADE	HIZO	114	51	
		HICIERON		28	
		HACÍA		15	
		HICE		11	
		HICIMOS		9	
		HACÍAN		5	119

131.	NICE	AMABLE		4	
		SIMPATICOS		1	
					5
132.	TAKE	TOMAR	96	29	
		TOMA		19	
		TOMAMOS		6	
		TOMAN		3	
		LLEVO		47	
		LLEVAR		30	
		LLEVAMOS		11	
		LLEVAN		10	
		LLEVE		6	
		LLEVAS		1	
					162
133.	FRIEND	AMIGO	107	78	
				47	
					125
134.	WHO	QUE	13	1828	
		QUIEN		37	
					1865
135.	I'M	(CONTRACTION)			
136.	THING	COSA		36	
					36
137.	OFF	(INCLUDED IN VERB FORMS)			
138.	WATER	AGUA	91	176	
					176
139.	TOO	TAMBIÉN	53	438	
					438
140.	TOLD	DIJO	39	471	
		DIJE		50	
		DIJERON		33	
		DECÍA		17	
		DECÍAN		5	
		DIJIMOS		3	
		DIJERA		1	
		DECÍAMOS		1	
					581
141.	EAT	COMER	80	145	
		COME		43	
		COMEN		19	
		COMEMOS		12	
		COMA		5	
		COMES		2	
					226

142.	NEXT	SIGUIENTE		25	25
143.	FATHER	PADRE		27	27
144.	LOOK	MIRA		44	
		MIRE		11	
		MIRAN		7	
		MIRAMOS		6	
		MIRAR		5	
		MIRAS		1	74
145.	AWAY	LEJOS		15	15
146.	AGAIN	VEZ (IDIOMATIC)		189	189
147.	TREE	ÁRBOL		67	
		ARBOLITO		2	69
148.	WORK	TRABAJO	103	69	
		TRABAJA		33	
		TRABAJAR		21	
		TRABAJAN		8	
		TRABAJAMOS		4	135
149.	HELP	AYUDO		20	
		AYUDA		15	
		AYUDAR		11	
		AYUDE		9	
		AYUDAN		4	
		AYUDAMOS		3	62
150.	HERE	AQUÍ		65	
		ACÁ		7	72
151.	MANY	MUCHO	41	251	
		MUCHAS		147	
		MUCHOS		126	
		MUCHA		34	558
152.	NEW	NUEVO		20	
		NUEVA		8	
		NUEVAS		5	
		NUEVOS		3	36
153.	LONG	LARGO		16	
		LARGA		2	
		LARGOS		1	
		LARGAS		1	20

154.	ALWAYS	SIEMPRE		46	46
155.	LIVE	VIVE		21	
		VIVIR		19	
		VIVO		13	
		VIVIMOS		10	
		VIVA		4	
		VIVOS		3	
		VIVAS		1	
		VIVES		1	72
156.	ROOM	CUARTO		46	46
157.	WANTED	QUERÍA	90	133	
		QUERÍAN		41	
		QUERÍAMOS		5	
		QUERÍAS		1	180
158.	CHRISTMAS	NAVIDAD		22	22
159.	HORSE	CABALLO	117	105	
		CABALLITO		8	113
160.	IT'S	(CONTRACTION)			
161.	MOM	MAMÁ	52	447	
		MAMACITA		1	448
162.	YEARS	AÑOS		98	98
163.	DAD	PAPÁ	66	306	306
164.	ALSO	TAMBIÉN	53	438	438
165.	REALLY	VERDAD		3	3
166.	BEST	MEJOR		35	
		MEJORES		2	37
167.	FAMILY	FAMILIA	102	142	142
168.	BROTHER	HERMANO		79	
		HERMANITO		18	97

169.	END	FIN		41	
		FINAL		4	
		TERMINO		3	
		TERMINAMOS		3	
		TERMINA		1	
		TERMINAS		1	
		TERMINAR		1	
					54
170.	NEVER	NUNCA		43	
					43
171.	MOST	MÁS	75	253	
					253
172.	LOOKED	MIRABA		9	
		MIRAMOS		6	
		MIRARON		6	
		MIRÁBAMOS		1	
					22
173.	GIRL	NIÑA	85	133	
		MUCHACHA		42	
		CHIQUITA		11	
		MUCHACHITA		7	
		CHICA		5	
					198
174.	BED	CAMA		60	
					60
175.	SNOW	NIEVE		14	
					14
176.	WHY	POR(QUE)			
177.	CAR	CARRO		85	
		COCHE		4	
		AUTOMÓVIL		2	
					91
178.	LIVED	VIVÍA		58	
		VIVIERON		12	
		VIVIÓ		11	
		VIVIMOS		8	
		VIVÍAN		7	
		VIVÍ		2	
					98
179.	LOT	MUCHO	41	251	
		MUCHAS		147	
		MUCHOS		126	
		MUCHA		34	
					558
180.	FOOD	COMIDA	116	108	
		ALIMENTO		7	
					115

181.	PRETTY	BONITO	78	125	
		BONITA		39	
		LINDA		7	
		LINDO		5	
		CHULA		3	
		CHULO		2	
					231
182.	MUCH	SEE NO'S. 151 AND 179.			
183.	WHITE	BLANCO	119	48	
		BLANCA		33	
		BLANCOS		13	
		BLANCAS		10	
					104
184.	EVERY	TODOS	51	198	
		TODO		121	
		TODA		61	
		TODAS		48	
		CADA		41	
					469
185.	YEAR	AÑO		59	
					59
186.	DOOR	PUERTA		50	
					50
187.	NAMED	LLAMABA	107	71	
		LLAMÓ		20	
		LLAMÁBASE		9	
		LLAMADO		8	
		LLAMABAN		6	
		LLAMARON		4	
		LLAMADA		2	
		LLAMADOS		2	
		LLAMÁBANSE		1	
		LLAMÉ		1	
					125
188.	(SOME)TIMES	VECES		76	
					76
189.	MORNING	MAÑANA		65	
					65
190.	ONLY	SÓLO		38	
					38
191.	RIGHT	VERDAD		3	
		DERECHA		1	
					4
192.	THREE	TRES	121	101	
					101

193.	RUN	CORRE		[illegible]	
		CORRER		[illegible]	
		CORRA		1	
		CORREMOS		1	
		CORREN		1	57
194.	PLACE	PONER		21	
		PONGO		14	
		PONE		9	
		PONEMOS		5	
		PONEN		5	
		PUESTO		3	
		PUESTA		3	
		PONGAMOS		1	
		PONGA		1	
		LUGAR		17	79
195.	BLACK	NEGRO		52	
		NEGRA		2	54
196.	THOUGHT	PENSÓ		8	
		PENSABA		3	
		PENSÉ		2	
		PENSAMOS		2	
		PENSABAN		1	16
197.	ASKED	PIDIÓ		6	
		PIDIERON		2	
		PEDIDO		1	
		PREGUNTÓ		37	
		PREGUNTÉ		3	
		PREGUNTABA		2	
		PREGUNTABAN		1	
		PREGUNTARON		1	53
198.	ANOTHER	OTRO	67	106	
		OTRA		102	
		OTROS		59	
		OTRAS		37	304
199.	SISTER	HERMANA	120	83	
		HERMANITA		19	102
200.	RIDE	PASEO		20	
		PASEAR		18	
		PASEA		1	39
201.	GREEN	VERDE		39	
		VERDES		17	56

202.	FIND	ENCUENTRAN		11	
		ENCONTRAR		5	
		ENCUENTRO		5	
		ENCUENTRA		2	
		ENCUENTRE		1	
		ENCUENTRAS		1	
		HALLAR		4	
		HALLA		4	
		HALLAMOS		3	
		HALLAN		2	
		HALLE		2	
		HALLAS		1	
					40
203.	EASTER	PASCUAS		0	0
204.	HAPPY	FELIZ		33	
		FELICES		18	
		ALEGRE		22	
		ALEGRES		3	
					76
205.	WORLD	MUNDO		31	31
206.	WHILE	MIENTRAS		19	19
207.	ANIMALS	ANIMALES	118	108	108
208.	THROUGH	POR	56	409	409
209.	HEARD	OYÓ		17	
		OYERON		7	
		OIDO		1	
		OÍA		1	
					28
210.	SOMETHING	ALGO		34	34
211.	BALL	PELOTA		61	61
212.	CHILDREN	MUCHACHOS		17	
		MUCHACHAS		7	
		MUCHACHITAS		2	
					26

213.	RED	ROJA	32	
		ROJO	12	
				44
214.	MONEY	DINERO	77	77
215.	UNTIL	HASTA	81	81
216.	CALLED	SEE NO. 187		
217.	ANY	ALGÚN	8	
		ALGUNA	4	
		ALGUNOS	4	
		ALGUNAS	3	
				19
218.	BEFORE	ANTES	27	
		ANTE	2	
				29
219.	TEACHER	MAESTRA	68	
		MAESTRO	23	
				91
220.	TELL	DICE	49	
		DIGO	45	
		DECIR	23	
		DECIMOS	11	
		DICEN	7	
		DIGA	3	
		DIGAS	2	
		DICES	2	
				142

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NOTE:

(A) ENGLISH VOCABULARY IS ORDERED IN SUCCESSION, BY FREQUENCY, THROUGH NUMBER 220.

(B) SPANISH ORDER OF FREQUENCY INCLUDES ONLY THOSE WORDS USED 100 TIMES OR MORE AND IS RANKED ACCORDING TO APPROXIMATION WITH ENGLISH WORD.